

LEADING CHANGE 2013

- **English Language Proficiency Standards and ACES: What's the Connection?**

English Language Proficiency Standards *contribution* to the 2010 Arizona English Language Arts Standards/Common Core State Standards

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Objectives

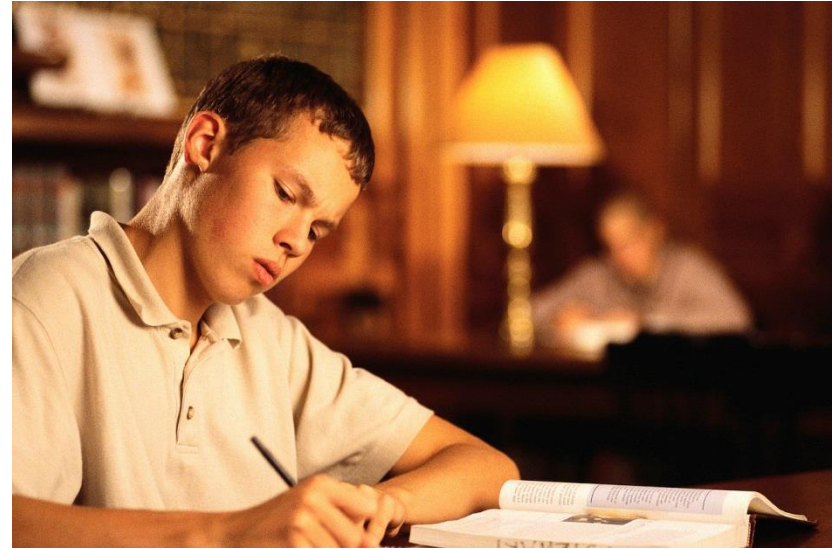
- Identify connection between Arizona English Language Proficiency Standards (ELP) and Arizona's Common Core Standards/English Language Arts (ACCS/ELA).
- Demonstrate how the ELPS and instructional shifts contribute to preparation of ELLs for the mainstream curriculum.
- Determine the support and training required of teachers of ELLs.

Misconceptions - Clarifications

- Standards are all “inclusive”
- Scaffolds for ELLs
- Documenting both ELP and ACSS
- SEI Models

Proficiency Levels

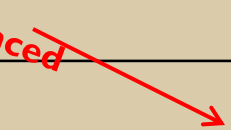
- **PRE-EMERGENT**
- **EMERGENT**
- **BASIC**
- **INTERMEDIATE**
- **PROFICIENT**



(Descriptors are found at the beginning of each section of the standards)

Sample of Proficiency Level Descriptors

*“Snapshot” of the
ELL’s language
ability as evidenced
by the current
assessment*



ELL Stage I: Kindergarten

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

A student at this level has no ability or a very limited ability to communicate in English.

Emergent

A student at this level is able to respond using isolated words, strings of nouns and verbs, and functional phrases with linguistic support.

Basic

A student at this level consistently responds using grammatically correct phrases and simple sentences in social and academic settings with linguistic support.

Low Intermediate

A student at this level consistently expresses and responds using grammatically correct simple sentences in social and academic settings.

High Intermediate

A student at this level consistently expresses and responds using grammatically correct simple sentences, including details, in social and academic settings.

Proficient

A student will demonstrate competency in Listening and Speaking based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

English Language Proficiency (ELP) Standards

Listening and Speaking (LS) Domain

The Listening and Speaking Domain contains performance indicators for the following concepts:

- **Comprehension of Oral Communications**
- **Delivery of Oral Communications**

Reading (R) Domain

The Reading Domain contains performance indicators for the following concepts:

- **Print Concepts**
- **Phonemic Awareness /Decoding**
- **Fluency (Stage I does not have this Standard)**
- **Comprehension of Text**

English Language Proficiency (ELP) Standards Continued

Writing (W) Domain

The Writing Domain contains performance indicators for the following concepts:

- Writing Applications
- Standard English Conventions
- Writing Process
- Writing Elements (Stage I does not have this Standard)
- Research (Stage I does not have this Standard)

Language (L) Strand

The Language Strand contains performance indicators for the following concepts:

- Standard English Conventions
- Vocabulary

Time Allocations

for All Grades and All Proficiency Levels

<i>Time Allocation</i>	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
<i>Standards to Use</i>	Listening & Speaking Domain Language Strand •Vocabulary	Language Strand •Standard English Conventions	Writing Domain	Reading Domain



ARIZONA'S COMMON CORE STANDARDS

English Language Arts (ELA/CCSS) Strands

Reading

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF** - Reading Standards: Foundational Skills (**K-5**)
- **RH** - Reading Standards for Literacy in History/Social Studies (**6-12**)
- **RST** - Reading Standards for Literacy in Science and Technical Subjects (**6-12**)

Writing

- **W** - Writing Standards
- **WHST** - Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (**6-12**)

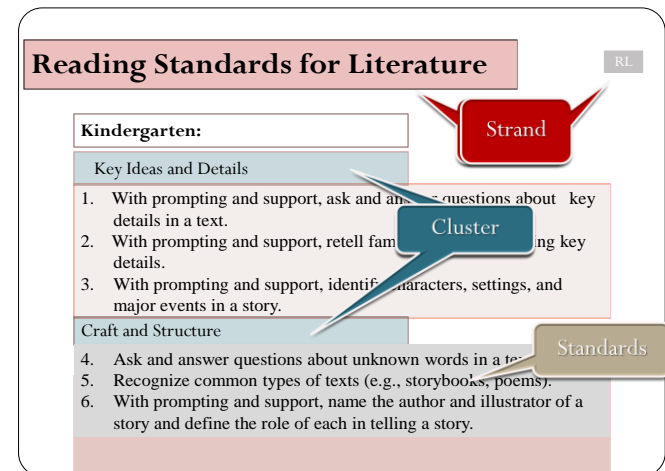
Speaking and Listening

- **SL** - Speaking and Listening Standards

Language

- **L** - Language Standards

Guided Notes: Page 10



ELA Clusters

College and Career Readiness Anchor Standards

Reading Strand

- Key ideas and Details (3)
- Craft and Structure (3)
- Integration of Knowledge and Ideas (3)
- Range of Reading and Level of Text Complexity (1)

Writing Strand

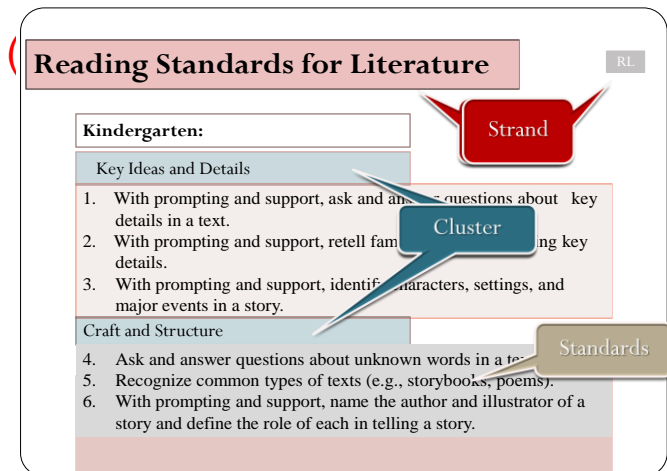
- Text Types and Purposes (3)
- Production and Distribution of Writing (3)
- Research to Build and Present Knowledge (3)
- Range of Writing (1)

Speaking and Listening Strand

- Comprehension and Collaboration (3)
- Presentation of Knowledge and Ideas (3)

Language Strand

- Conventions of Standard English (2)
- Knowledge of Language (1)
- Vocabulary Acquisition and Use (3)



What Is Not Covered by the Standards (taken from ACCS)

- The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:
- #5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.



*Don't over-teach.
Students with
disabilities and
English learners
have the right to
appropriately
struggle!*

ELP READING CONNECTIONS



Reading Connections

ELA/CCSS Reading Strand

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF** - Reading Standards: Foundational Skills (K-5)
- **RH** - Reading Standards for Literacy in History/Social Studies (6-12)
- **RST** - Reading Standards for Literacy in Science and Technical Subjects (6-12)

ELA Foundational Skills K-5

ELP Concept

Print Concepts (K-12)

Phonemic Awareness/Decoding (K-12)

Fluency (1-12)

ELA/CCSS Cluster

Print Concepts (K and 1st)

Phonological Awareness (K and 1st)
Phonics and Word Recognition (K-5)

Fluency (K-5)



Literature and Informational Text Connected to ELP Comprehension of Text

Reading Strand

Key ideas and Details (3)

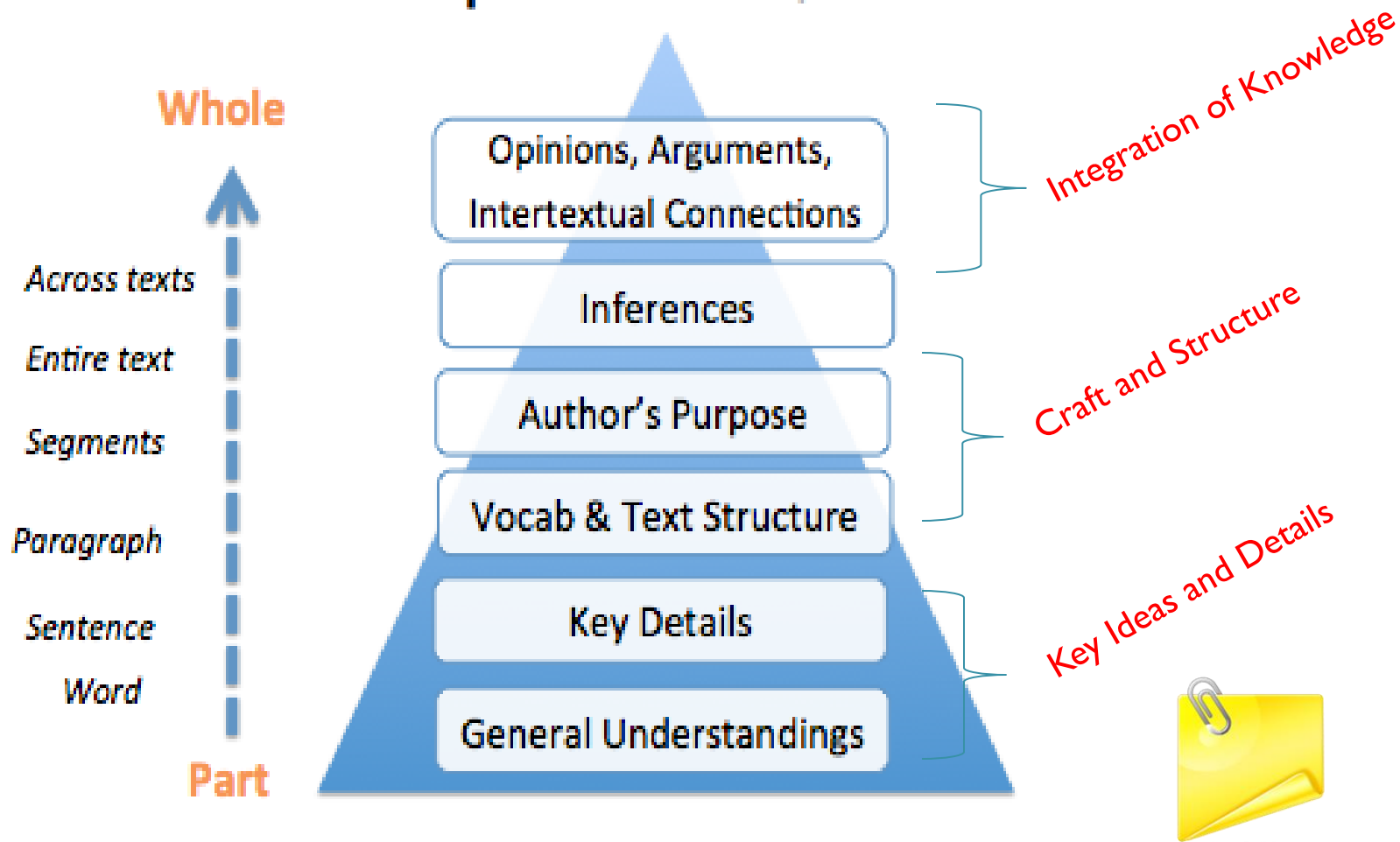
Craft and Structure (3)

Integration of Knowledge and Ideas (3)

Range of Reading and Level of Text

Complexity (1)

Progression of Text-dependent Questions





Arizona Reading Standards – English Language Arts - Literature and Informational Text K-5

KINDERGARTEN – 5TH GRADE ARIZONA READING STANDARDS – LITERATURE AND INFORMATIONAL TEXT

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

NOTE ON RANGE AND CONTENT OF STUDENT READING


To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths and exposure to visual media from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

¹ Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.



Look at ELA/CCSS Reading Standard 1 Anchor

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Connections between the ELP and ELA/CCSS Reading Standard I Kinder to Anchor Progression

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Details and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



ELP Performance Indicators Connection with ELA Reading Literature/Informational Text Standard I

Kindergarten ELA/CCSS Reading

K.RL/RI.1 With prompting and support,
ask and answer questions about key
details in a text.

ELL Stage I : Kindergarten

Reading

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
Comprehending Text	Fiction/Non-Fiction	<p>PE-3: answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.</p> <p>(math, science, social studies)</p>	<p>E-3: answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.</p> <p>(math, science, social studies)</p>	<p>B-3: answering comprehension questions to respond to text heard or read.</p> <p>(math, science, social studies)</p>	<p>LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.</p> <p>(math, science, social studies)</p>	<p>HI-3: using key words, phrases, and complete sentences to answer <u>open-ended</u> comprehension questions when responding to text.</p> <p>(math, science, social studies)</p>
	Fiction/Non-Fiction	<p>series of given pictures to retell a story or event, with instructional support.</p> <p>(math, science, social studies)</p>	<p>series of given pictures to retell a story or event.</p> <p>(math, science, social studies)</p>	<p>series of given pictures to retell a story or event using key words.</p> <p>(math, science, social studies)</p>	<p>story or event in complete sentences.</p> <p>(math, science, social studies)</p>	<p>story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)</p> <p>(math, science, social studies)</p>


ELP Performance Indicators Connection with ELA Reading Literature/Informational Text Standard I

Kindergarten ELA/CCSS Reading

K.RL/RI.I With prompting and support, ask and answer questions about key details in a text.

Kindergarten ELP Reading

I-R-3:HI-3 using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.



Stages II through V of the ELPS divide the skill of asking and answering questions about key details in text into two performance indicators.

Considerations for kinder ELs:

- Questioning (found in another domain)
- Fluency
- Writing elements
- Research



ELP Performance Indicators Connection with ELA Reading Literature/Informational Text Standard I

ELA/CCSS Reading

1.RL/RI.1 Ask and answer questions about key details in a text.

2.RL/RI.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text

ELP Reading

Stage II/ Grades 1-2

II-R-4:B-3 answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

II-R-4:HI-3 locating facts and answering questions about text.

II-R-4:B-4 asking questions (who, what, when, which, where, why) to clarify text with instructional support.

II-R-4:HI-4 asking questions to clarify text.

ELP Performance Indicators Connection with ELA Reading Literature/Informational Text Standard I

ELA/CCSS Reading

- 3.RL/RI.I** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 4.RL/RI.I** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL/RI.I** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELP Reading

Stage III/Grades 3-5

- III-R-4:HI-3** answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
- III-R-4:HI-4** generating who, what, where, when, why, which and how questions to clarify text.

ELP Performance Indicators Connection with ELA Reading Literature/Informational Text Standard I

ELA/CCSS Reading

- 6.RL/RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL/RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL/RI.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELP Reading

Stage IV/Grades 6-8

IV-R-4:HI-4 answering literal, inferential and personal response questions about text.

IV-R-4:HI-5 generating clarifying questions about text.

ELP Performance Indicators Connection with ELA Reading Informational Text Standard I

ELA/CCSS Reading

9-10.RL/RI.I Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11-12.RL/RI.I Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELP Reading

Stage V/Grades 9-12

V-R-4:HI-4 answering literal, inferential, prediction, evaluation, and/or personal response questions about text.

V-R-4:HI-5 generating clarifying questions.

6 Shifts in English Language Arts

Shift 1	PK-5 – Balancing Informational and Literary Text (50% informational text – science and social studies emphasis)
Shift 2	6-12 – Building Knowledge in the Disciplines (Content teachers outside ELA emphasize literacy experiences)
Shift 3	Staircase of Complexity (Grade-appropriate complex text and knowing when and how much to scaffold for students)
Shift 4	Text-based Answers (Conversations are dependent on a common text. Teachers ask text-dependent questions and value evidence)
Shift 5	Writing from Sources (Writing emphasizes use of evidence to inform or make an argument)
Shift 6	Academic Vocabulary (Building students' ability to access complex text)

Crosswalk of Common Core Instructional Shifts: ELA/Literacy

Both the 6 instructional shifts articulated by the NY State Department of Education and the 3 instructional shifts outlined by Student Achievement Partners help educators understand the major changes required by the Common Core in terms of curricular materials and classroom instruction in ELA/Literacy and Mathematics.

6 Shifts: EngageNY
www.engageny.org

3 Shifts: Student Achievement Partners
www.achievethecore.org

1: PK-5, Balancing Informational & Literary Texts: Students read a true balance of **informational** and **literary** texts. Elementary school classrooms are, therefore, places where students **access the world** – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.

2: 6-12, Knowledge in the Disciplines: Content area teachers outside of the ELA classroom **emphasize literacy** experiences in their planning and instruction. Students learn through **domain-specific** texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.

4: Text-based Answers: Students have **rich and rigorous conversations** which are dependent on a common text. Teachers insist that classroom experiences stay **deeply connected to the text** on the page and that students develop habits for making **evidentiary arguments** both in conversation, as well as in writing to assess **comprehension of a text**.

5: Writing from Sources: Writing needs to **emphasize use of evidence to inform or make an argument** rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through **written arguments** that **respond to the ideas, events, facts, and arguments** presented in the texts they read.

3: Staircase of Complexity: In order to prepare students for the **complexity of college and career ready** texts, each grade level requires a **"step" of growth on the "staircase"**. Students read the **central, grade appropriate** text around which instruction is centered. Teachers are **patient**, create **more time and space** in the curriculum for this **close and careful reading**, and provide appropriate and necessary **scaffolding and supports** so that it is possible for students reading below grade level.

6: Academic Vocabulary: Students constantly **build the vocabulary** they need to **access grade level complex texts**. By focusing strategically on **comprehension of pivotal and commonly found words** (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers **constantly build students' ability to access more complex texts** across the content areas.

1: Building knowledge through content-rich nonfiction and informational texts

2: Reading and writing grounded in evidence from text

3: Regular practice with complex text and its academic vocabulary

Text Complexity

In an effort to teach content, ELLs are often presented with adapted text and not always given access to interact with grade-level text.





The Argument for Complex Texts for ELLs

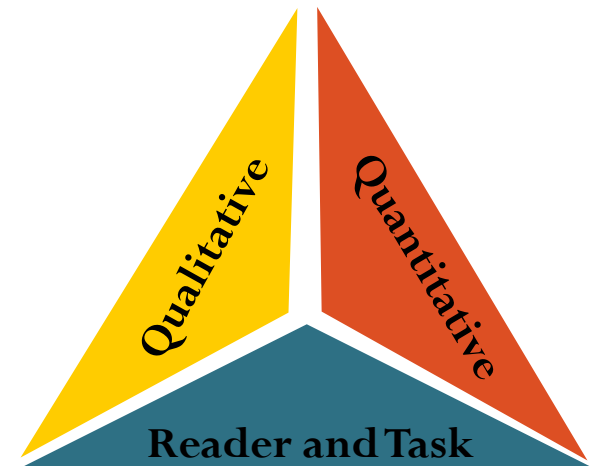
- The only way anyone learns the language that figures in complex texts is by getting into complex texts—but kids who are thought not to be ready for such materials never get their hands on anything that would allow them to acquire such language.
- That language is sufficiently different (grammatically, lexically, and in how information and ideas are packaged) that it has to be learned separately. It's what's required to get beyond a basic level of language or literacy.

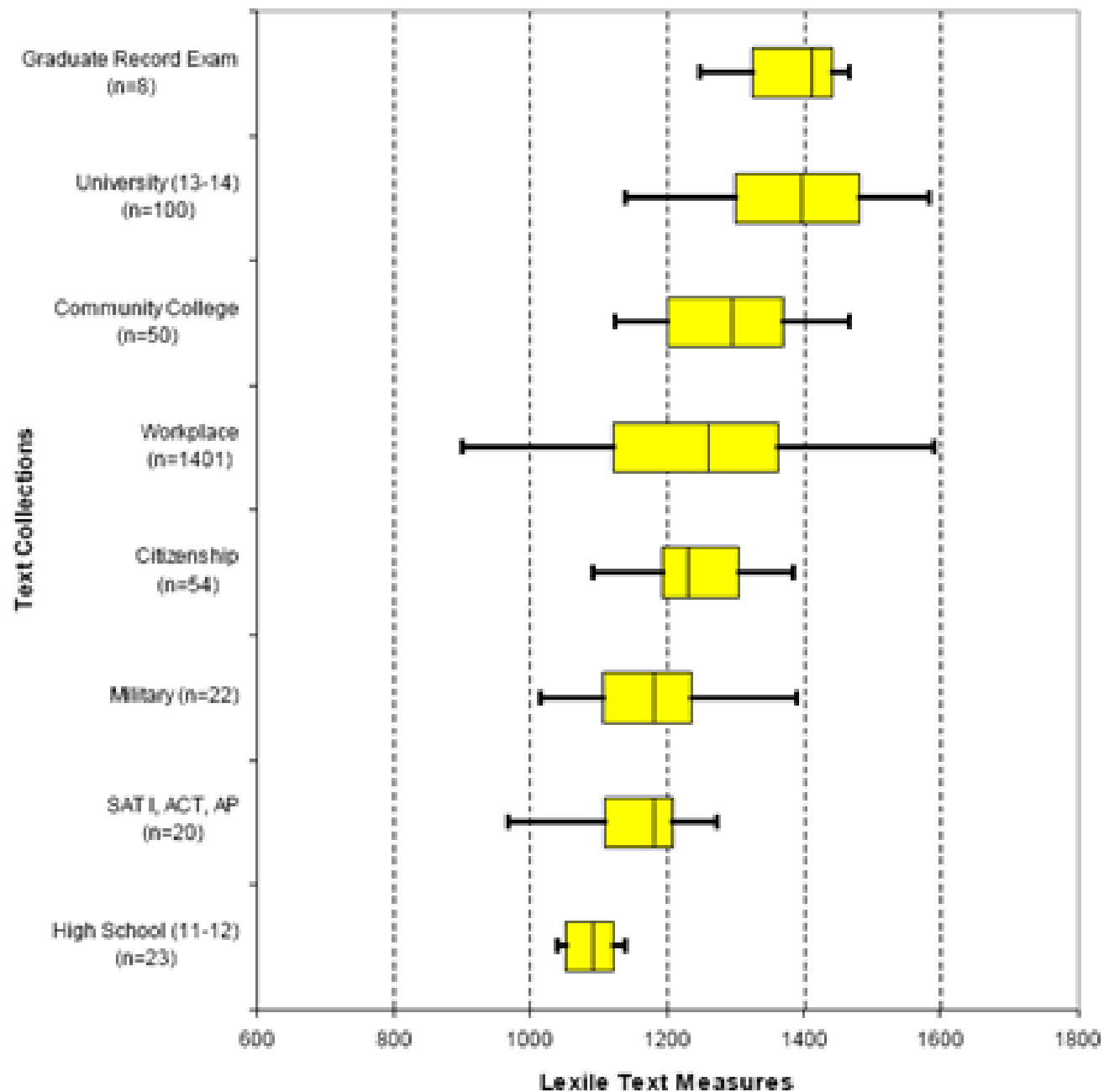
Text Complexity

Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade.

Text complexity is defined by:

1. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. **Quantitative measures** – readability and other scores of text complexity
3. **Reader and Task** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned





Text Complexity Grade Bands and Associated Lexile Ranges (Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

Grade 4-5
Old Lexile Range
645 - 845



The dry grass stands still and deep on the open plains. Two golden eyes peer through the grass. They are the eyes of a cheetah. She watches a herd of gazelles.

660L

Cheetahs By Barbara Keevil Parker

Two main kinds of bighorn sheep live in North America today. They are Rocky Mountain bighorns and desert bighorns. Rocky Mountain bighorns live in the Rocky Mountains of the United States and Canada. Desert bighorn sheep live in the canyons and deserts of the southwestern United States.

780L

The Bighorn Sheep By Joanne Mattern

At first, only a few bats fly out of the cave's dark opening. Then hundreds and thousands more swirl out. Soon a huge cloud of as many as 20 million bats has formed in the dark sky. The flapping bat wings make a whooshing sound. Finally, the Mexican free-tailed bats fly out of sight.

970L

The Bat's Cave: A Dark City By Joyce L. Markovics

Grade 4-5
CC New Lexile
Range
770 - 980

Considerations for the SEI Classroom

ELLs may not be able to read and comprehend grade-level text independently, but they still need **access** to it.

We need to use many reading strategies in classroom instruction.

The goal is that ALL students exit reading at grade level.




As you review the charts below, consider the implications for reading and writing instruction for your ELLs.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade by Grade
in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain and Inform	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%




“Students access the world — science, social studies, the arts and literature — through text. At least 50% of what students read is informational.”

What the Student Does...	What the Teacher Does...
Build content knowledge	Balance informational & literary text
Exposure to the world through reading	Scaffold for informational texts
Apply strategies	Teach " through " and " with " informational texts



Students are expected to learn from what they read through domain specific texts.

What the Student Does...	What the Teacher Does...
Build content knowledge through text	Shift identity: " I teach reading. "
Handle primary source documents	Stop referring and summarizing and start reading
Find evidence	Slow down the history and science classroom



“In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase".”

What the Student Does...

What the Teacher Does...

Re-read texts

Teach more **complex texts** at every grade level

Read material at **own level** to enjoy reading

Give students less to read in order to further **in depth**

Tolerate **frustration** with text

Spend **more time** on more complex texts

Provide **scaffolding & strategies** to students

Engage with texts with **other adults**



“Classroom experiences stay deeply connected to the text on the page...”

What the Student Does...	What the Teacher Does...
Find evidence to support their argument	Facilitate evidence-based conversations about text
Form own judgments and become scholars	Plan and conduct rich conversations
Conducting close reading of the text	Keep students in the text
Engage with the author and his/her choices	Identify questions that are text-dependent, worthwhile, and stimulate discussion
	Spend much more time preparing for instruction by reading deeply .



“Writing needs to emphasize use of evidence to inform or make an argument...”

What the Student Does...	What the Teacher Does...
Generate informational texts	Spend less time on personal narratives
Make arguments using evidence	Present opportunities to write from multiple sources
Organize for persuasion	Provide opportunities to analyze and synthesize ideas
Compare multiple sources	Develop students' voice so that they can argue a point with evidence
	Give permission to reach and articulate their own conclusions about what they read



“Students constantly build the vocabulary they need to access grade level complex texts.”

What the Student Does...

Use **high octane words** across content areas

Build "**language of power**" database

What the Teacher Does...

Develop students' ability to **use and access words**

Be **strategic** about the new vocabulary words

Work with words students will use **frequently**

Teach **fewer words** more deeply



ELP WRITING CONNECTIONS

Writing Connections

ELP Concept

Writing Applications

Standard English Conventions

Writing Process

Writing Elements

Research

ELA Cluster

Text Types and Purposes

Production and Distribution of Writing

Range of Writing

Research

College and Career Readiness Anchor Standards for Writing

The K–2 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NOTE ON RANGE AND CONTENT OF STUDENT WRITING

To build a foundation for college and career readiness, students need to use writing as a tool for learning and communicating to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.



Arizona's Common Core Standards – English Language Arts – Writing 6–8

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. (6.W.3)</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (7.W.3)</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (8.W.3)</p>

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (3.L.2) 	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. (4.L.2) 	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. (5.L.2)
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. (3.L.3) 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (4.L.3) 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (5.L.3)

Writing Connection

- Lets take a look at the ELP Writing Performance Indicators that support ELA/CCSS Writing Standard 1

Anchor.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELP and ELA/CCSS Writing Standard 1

Kinder. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

ELP I-W1:HI-5: responding to literary selections by writing simple sentences.

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

ELP II-W1:HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.

3. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 4-5. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

ELP III-W1:HI-7: writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader.

- 6-8. Write arguments to support claims with clear reasons and relevant evidence.

ELP IV-W1:HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence.

- 9-10/11-12. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELP V-W1:HI-7: writing a persuasive text that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments.

- Anchor. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELP LISTENING AND SPEAKING CONNECTIONS



Listening and Speaking Connections

ELP Concept

Comprehension of Oral Communications

Delivery of Oral Communications

ELA Cluster

Comprehension and Collaboration

Presentation of Knowledge and Ideas

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

Examples from Stage II (Grades 1-2)


Examples from Stage I (Grades K-1)

V-LS-1:HI-7: offering and responding to evidence and II-LS-1:HI-5: demonstrating relationships among facts, questions, and issues

Examples from Stage IV (Grades 6-8)

V-LS-2:HI-9: making inferences and drawing conclusions using evidence from agreed content area presentations and discussions.
Examples from Stage III (Grades 3-5)

II-LS-2:HI-8: providing and justifying an appropriate response to given formal and informal situations.



English language learners need structured opportunities to use the new academic vocabulary **EVERY DAY.**

Students will not develop a powerful expressive academic vocabulary just from listening to a discussion. They develop it by really being taught and by being put in situations where they have to use the words.

[PDF] [Teaching Academic Vocabulary, Kate Kinsella - RESOURCE](http://www.scoe.org/docs/ah/AH_kinsella2.pdf)
www.scoe.org/docs/ah/AH_kinsella2.pdf -



ELP LANGUAGE CONNECTIONS

Language Connections

ELP Concept

Standard English Conventions
(Grammar)

Vocabulary

ELA Cluster

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

ARIZONA LANGUAGE STANDARDS

College and Career Readiness Anchor Standards for Language

The K–2 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NOTE ON RANGE AND CONTENT OF STUDENT LANGUAGE USE

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

6TH GRADE – 8TH GRADE ARIZONA LANGUAGE STANDARDS

- **College and Career Readiness Anchor Standards for Language**
- The 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.
- **NOTE ON RANGE AND CONTENT OF STUDENT LANGUAGE USE**
- *To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*
- Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **Knowledge of Language**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Vocabulary Acquisition and Use**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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Language Standards 6–8

The following standards for grades 6–8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See page 31 in Appendix A for an example of how these skills develop in sophistication.



Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (6.L.1) 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (7.L.1) 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. (8.L.1)

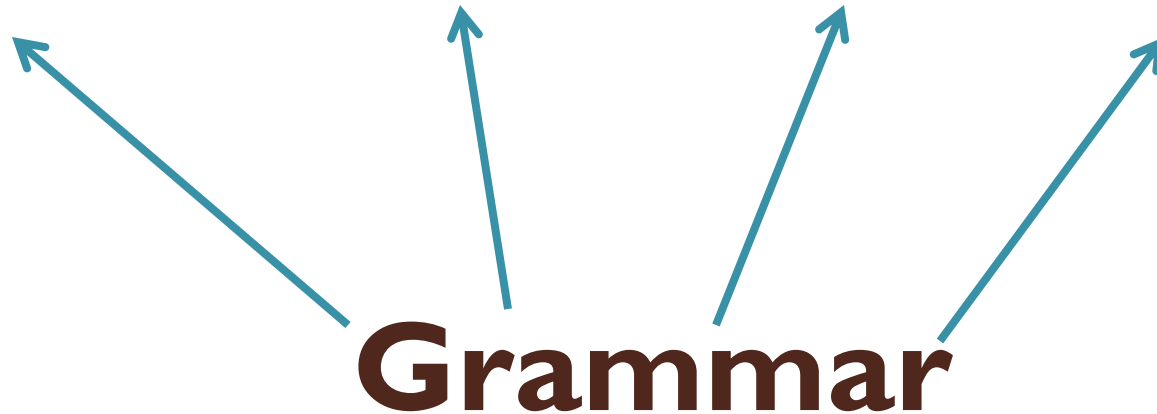
PE-7: N/A	E-7: listing and selecting reflexive pronouns to complete a given sentence.	B-7: listing and selecting reflexive and intensive pronouns to complete a given sentence.	LI-7: using reflexive and intensive pronouns.	HI-7: stating when to use reflexive and intensive pronouns and using reflexive and intensive pronouns.
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PE-8: N/A	E-8: N/A	B-8: categorizing indefinite pronouns into singular and plural.	LI-8: stating when to use indefinite pronouns and using indefinite pronouns.	HI-8: using and justifying the use of indefinite pronouns.
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PE-9: N/A	E-9: N/A	B-9: listing and selecting relative pronouns to complete a given sentence.	LI-9: stating when to use relative pronouns and using relative pronouns.	HI-9: using and justifying the use of relative pronouns.
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Grammar as the Foundation

Listening Speaking Reading Writing



Grammar

- The Language Strand, in the ELP Standards, identifies the necessary grammar skills to explicitly teach English language learners.
- The Language Strand in the ELA Standards focus on the application of using these language skills.

Correlation Guide

Demonstrates how the ELP Standards contribute to the skill sets required in the 2010 Arizona ELA Standards/CCSS.

Located on the OELAS ELP Standards Page
<http://www.azed.gov/english-language-learners/elps/>

Correlation Guide

English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
Decoding	HI-10: applying knowledge of affixes to words in context.	3.RF.3.a,b 4.RF.3.a 5.RF.3.a
	HI-11: reading high frequency words.	K.RF.3.c
	HI-12: reading contractions.	
	HI-13: using word order (syntax).	
Standard 3: The student will read with fluency and accuracy.		
Fluency	HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	3.RF.4 4.RF.4 5.RF.4
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Fiction/Non-Fiction	HI-1: comparing and contrasting fiction with nonfiction.	(1.RL.5)
	HI-2: generating and confirming predictions about text for accuracy.	(3.RL.1) (4.RL.1)
	HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	3.RL.1 3.RI.1 (4.RL.1) (4.RI.1)
	HI-4: generating who, what, where, when, why, which and how questions to clarify text.	3.RL.1 3.RI.1
	HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.	3.RL.2
	HI-6: making connections to text (i.e., text-to-text and text-to-self).	3.RI.6 4.RL.9 5.RL.9 5.RI.5
	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.	4.RL.2 4.RI.2

Final Thoughts....

There is a purposeful overlap of skills between the ELP Standards and the 2010 Arizona ELA/CCSS.

By teaching the performance indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the 2010 Arizona ELA Standards (CCSS) in the mainstream classroom, after reclassification.

Final Thoughts....

- Effectiveness vs compliance
- Collaboration of SEI and mainstream teachers
- Support for teachers of ELLs



Continuous Improvement Plan

Questions